



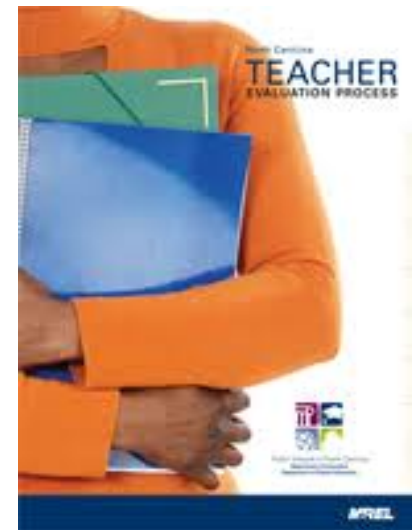
Public Schools of North Carolina

Evaluation with Fidelity

*Rutherford County Administrators
November 18, 2011*

Purpose

- To provide principals with a conceptual perspective of each of the NC Professional Teaching Standards.



At the end of this meeting, participants will:

- Understand the organization of the evaluation process and/or assume their role in the process.
- Describe how the elements of a 21st Century classroom relate to the NCPTS.
- Understand the importance of data in distinguishing among the ratings.
- Apply coaching strategies to help teachers grow in their effectiveness.



North Carolina Professional Teaching Standards

North Carolina Professional Teaching Standards

North Carolina
Professional Teaching Standards
Commission

"For every student in North Carolina,
a knowledgeable, skilled, compassionate teacher...
a star in every classroom."

Every public school student will graduate from
high school, globally competitive for work and
postsecondary education and prepared for life
in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs, a new teacher evaluation instrument is being created, and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a place to look to guide instruction as we move forward in the 21st Century.

A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration in shared vision and purpose of work of the school. Teachers are valued for the contribution they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach critical thinking, problem solving, and information and communication technology (ICT) literacy.
- In their classrooms, teachers facilitate in student encouraging all students to use 21st Century skills as they discover how to learn, in novel, on-fabricate, and communicate their ideas.
- The 21st Century context (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and in dialogue with students to learn and grow.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms

Teachers demonstrate leadership by taking responsibility for their system of instruction to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers demonstrate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to their teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that address student learning and teacher working conditions and their own professional growth. They participate in the hiring process and collaborate with their colleagues to monitor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to monitor and support teachers to improve effectiveness

Teachers lead the teaching profession

Teachers strive to improve the teaching profession. They contribute to the participation in and advocacy for decision making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in implementation of initiatives to improve education

Teachers demonstrate high ethical standards

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for Professional Conduct adopted April 1, 1998. (www.ncpi.org)

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults

Teachers create an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures and incorporate contributions
- Recognize the influence on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers assess students individually

Teachers maintain high expectations (including graduation from high school, for students of all backgrounds. Teachers appreciate the differences by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contribution by building positive, appropriate relationships

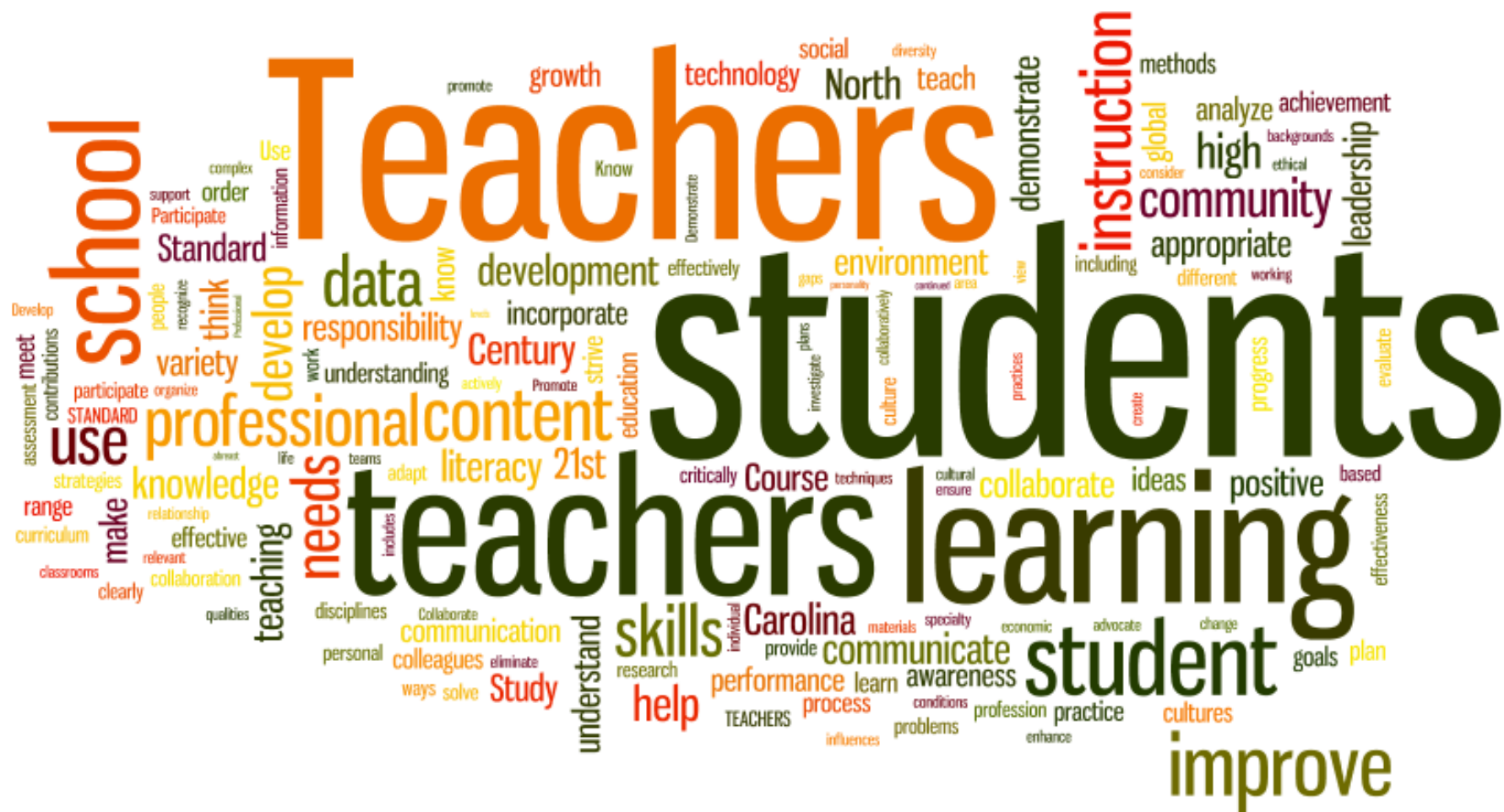
Teachers adapt their teaching for the benefit of students with special needs

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice



Public Schools of North Carolina



Putting the Pieces Together



1. **Assessing teacher performance**
2. **Designing a professional growth plan**

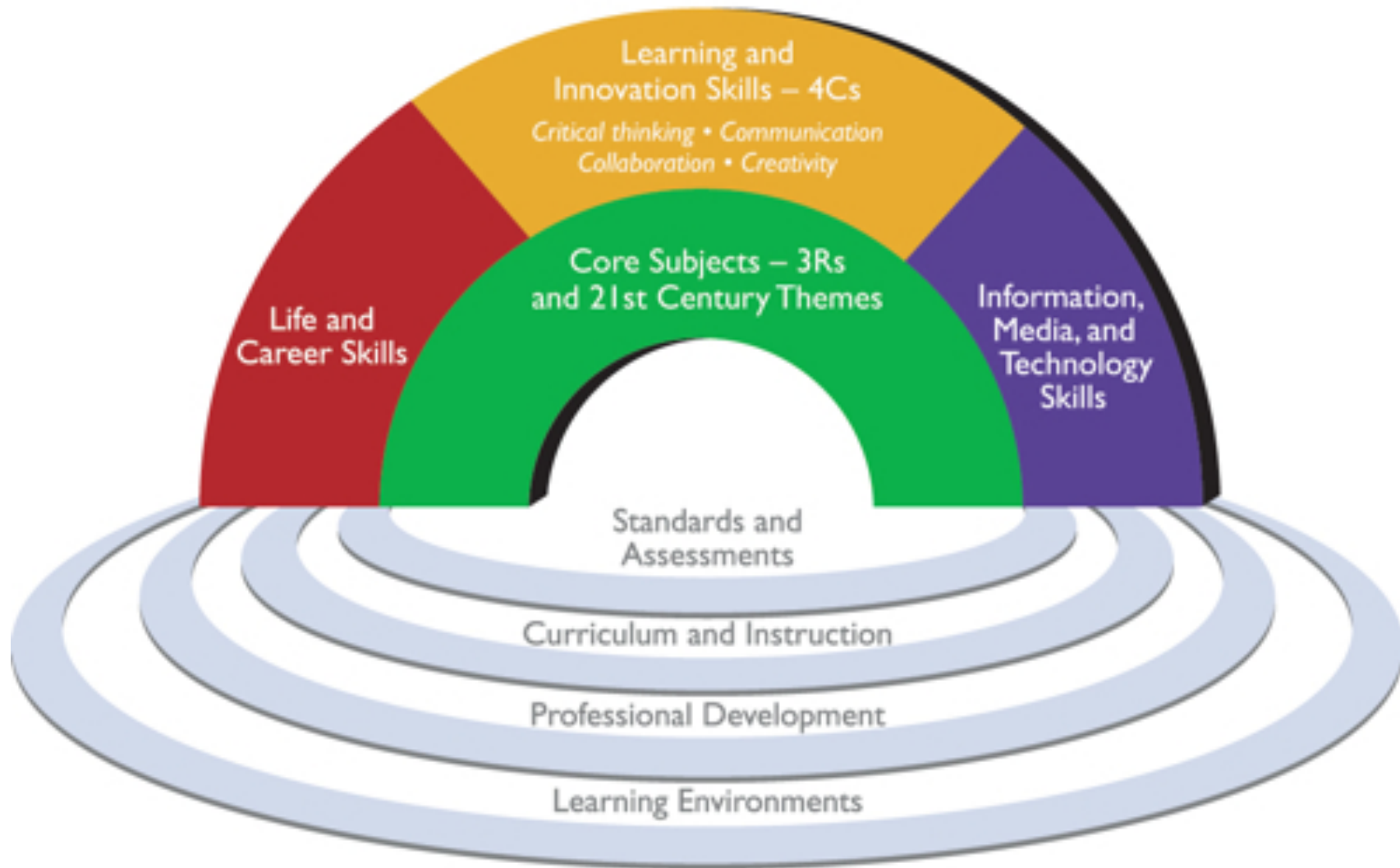
State Board of Education Mission



“Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.”

-Adopted August 2006

21st Century Student Outcomes and Support Systems



21st Century Instruction

Engaging,
relevant,
meaningful
content

“covering
material” is
replaced by
uncovering
solutions

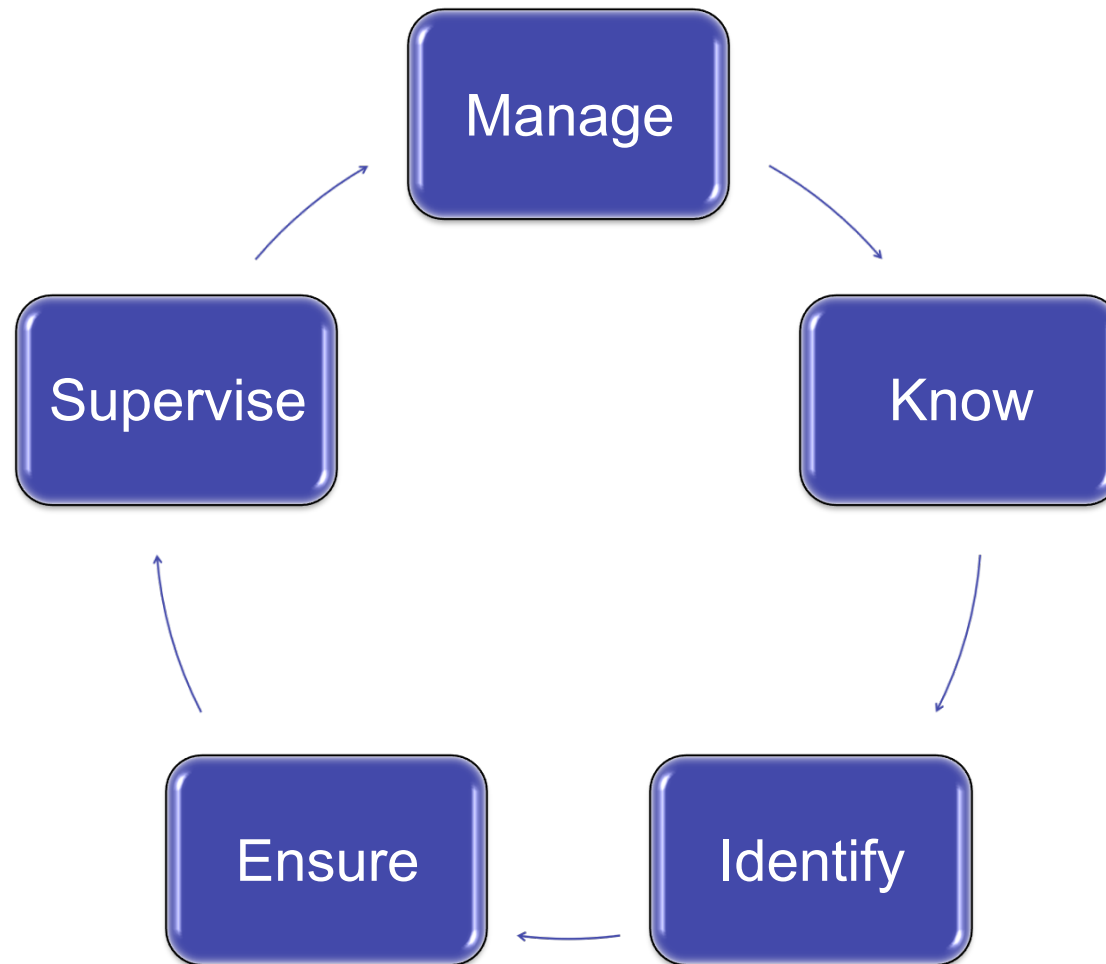
Critical
thinking,
problem
solving,
information
literacy



A Coherent Plan for Statewide Impact



Principal's Responsibility



Teacher Evaluation Process



North Carolina Professional Teaching Standards

STANDARD I: Teachers demonstrate leadership.

STANDARD II: Teachers establish a respectful environment for a diverse population of students.

STANDARD III: Teachers know the content they teach.

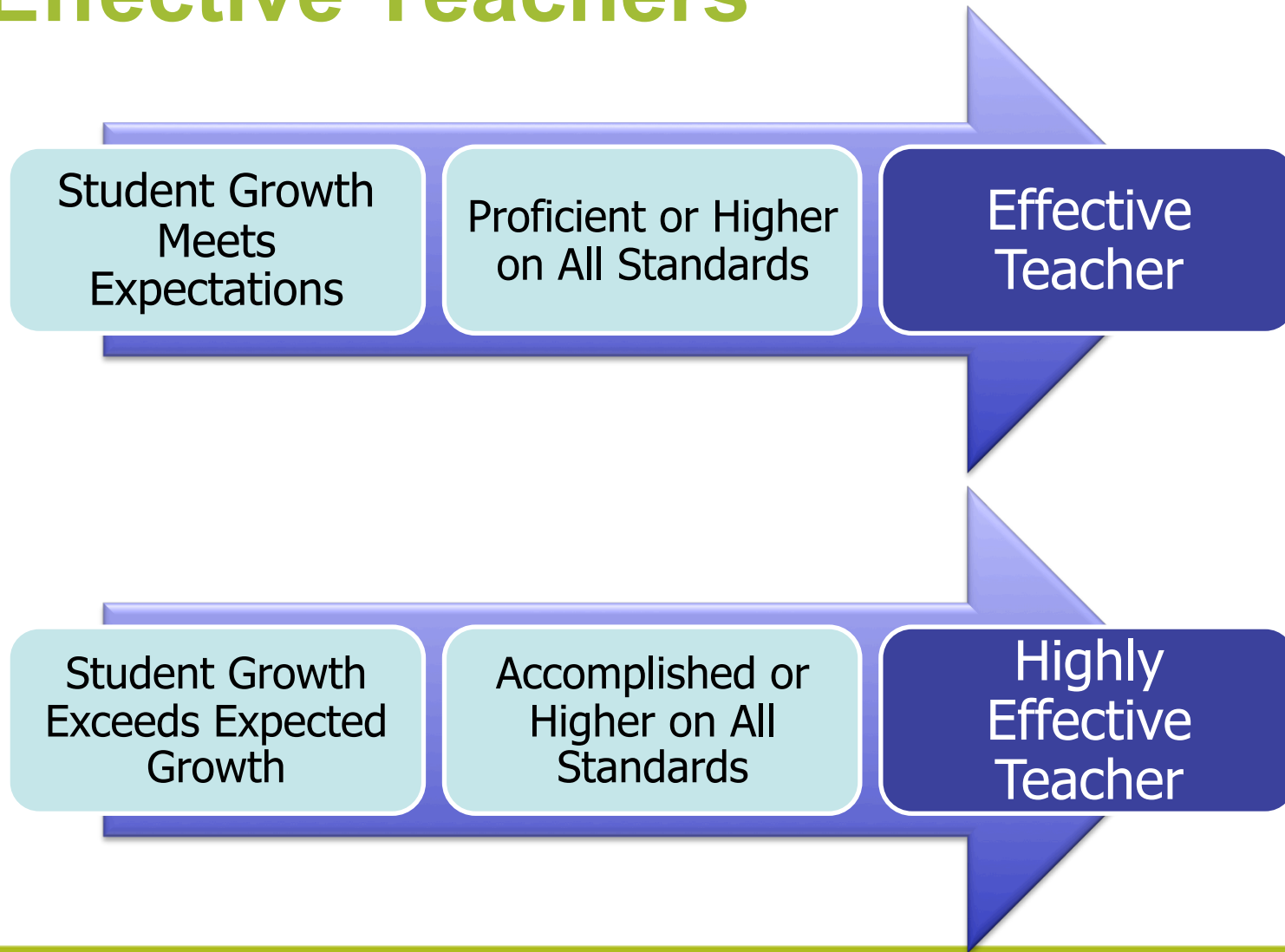
STANDARD IV: Teacher facilitate learning for their students.

STANDARD V: Teachers reflect on their practice.

STANDARD VI: Teachers facilitate academic growth.



Effective Teachers



Annual Evaluation Policy:

Each local board shall adopt a policy requiring career teachers to be evaluated annually. The annual evaluation requirements shall be met by either:

- (1) Using the Teacher Evaluation Process as set forth in 16 NCAC 6C.0503; or
- (2) Using an abbreviated evaluation consisting of Standards One, Four, and Six of the Teacher Evaluation Process.



Rubric for Evaluating North Carolina Teachers

Self Assessment Name	Self Assessment 5	Form Status	Editing	
Teacher Name	Mrs Jessica H. Hogan	School Year	2011-2012 ▾	
School	North Carolina Demo School	District	OLD	
Date	<No dates set>	Start Time/End Time	▾ ▾ AM ▾ To ▾ ▾ AM ▾	
Teacher Status	▾ ▾	Self Assessment Status	<input type="checkbox"/> I have completed my self assessment <input type="checkbox"/> The principal can view my self assessment	

Note: A in the first column (Observation) means that the evaluator should be able to observe the items in that row during routine classroom observations.

Standard I: Teachers demonstrate leadership					
Observation	1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<input type="checkbox"/> Understands how they contribute to students graduating from high school. <input type="checkbox"/> Uses data to understand the skills and abilities of students.	... and <input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school. <input type="checkbox"/> Provides evidence of data driven instruction throughout all classroom activities. <input type="checkbox"/> Establishes a safe and orderly classroom.	... and <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century. <input type="checkbox"/> Evaluates student progress using a variety of assessment data. <input type="checkbox"/> Creates a classroom culture that empowers students to collaborate.	... and <input type="checkbox"/> Encourages students to take responsibility for their own learning. <input type="checkbox"/> Uses classroom assessment data to inform program planning. <input type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment.	<input type="checkbox"/> Not looked for



Distinguished

- **Consistently and significantly exceeded** basic competence

Accomplished

- **Exceeded** basic competence **most of the time**

Proficient

- Demonstrated **basic** competence

Developing

- Demonstrated adequate growth toward achieving standards, but **did not demonstrate basic** competence



What do the ratings look like?



Distinguished

- **Consistently and significantly exceeded** basic competence

Accomplished

- **Exceeded** basic competence **most of the time**

Proficient

- Demonstrated **basic** competence

Developing

- Demonstrated adequate growth toward achieving standards, but **did not demonstrate basic** competence



Table Talk

Share with a colleague:

- Examples of how the evaluation process had a positive impact on the performance of someone you know.
- What made the experience positive?



Assessing Inter-Rater Reliability

- #1 Mr. Johnson has established effective classroom procedures that require everyone to treat each other with respect. He encourages all students to engage in classroom activities even if they are unsure of their responses. He attends school-related activities to support students.



Assessing Inter-Rater Reliability

- #2 Ms. Ball consistently uses her questioning skills to promote higher-order thinking skills. Her questions help guide students toward developing their own understanding by encouraging them to think creatively, synthesize knowledge, and draw their own conclusions. She models problem solving within her classroom instruction.



Assessing Inter-Rater Reliability

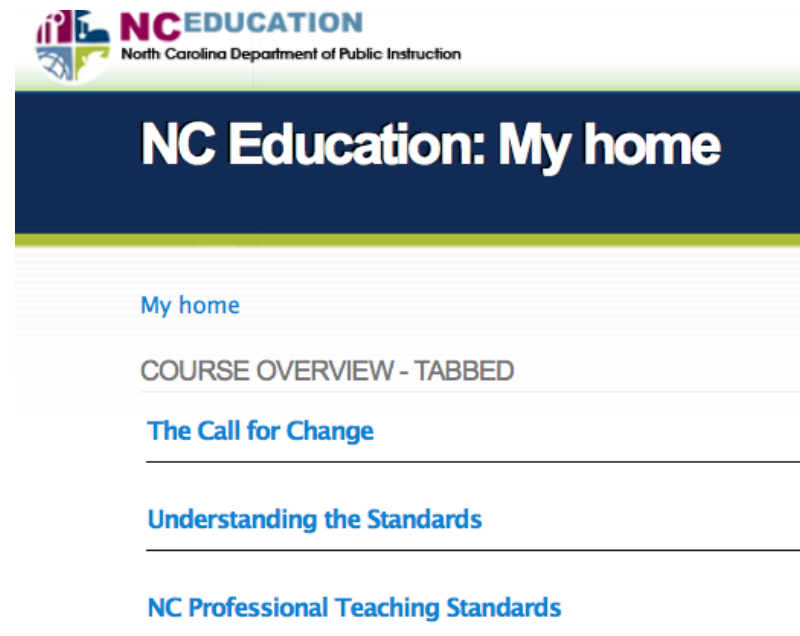
- #3 Ms. Parish knows the acronyms of most educational jargon. She has heard of many innovative practices and changes in the way teachers are teaching and students are learning. She reads a professional journal to keep informed.



Assessing Inter-Rater Reliability

Using the NC
Professional
Teaching Standards
module on the NC
Education site:

[https://
center.ncsu.edu/nc](https://center.ncsu.edu/nc)

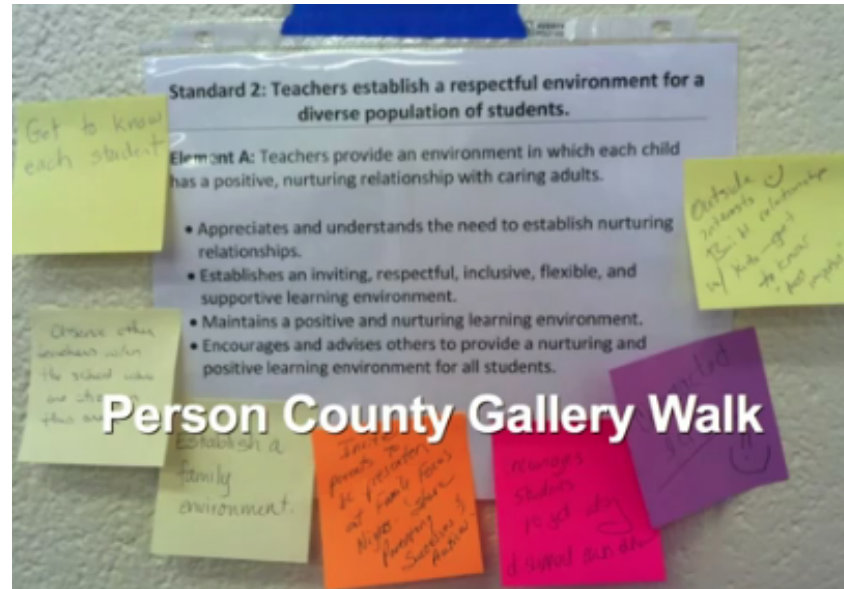


Brainstorm

- What are some ways that you can use this module for professional development?
- What are some other professional development ideas to increase awareness of the differences among ratings?



Example of one idea:



<http://www.youtube.com/watch?v=49cphJnwGDc>



Gallery Walk with the Standards

- With a partner, read each of the elements and descriptors.
- Read any feedback already written by others in the room.
- Do one of the following:
 - Write down a behavior that exemplifies this element.
 - Validate what someone else has written.
 - Add to what someone else has written.



Rating Teacher Behaviors

- With the standard and element(s) assigned to your table, work with your colleagues to place the teacher behavior sticky notes in the appropriate categories.
- Fill in any blanks so that you have a progression of behaviors from Developing to Distinguished. Think about the growth inherent in the behaviors.

<http://tinyurl.com/teacherbehaviors>



Share your work

- How is teacher growth reflected in the behaviors you selected?



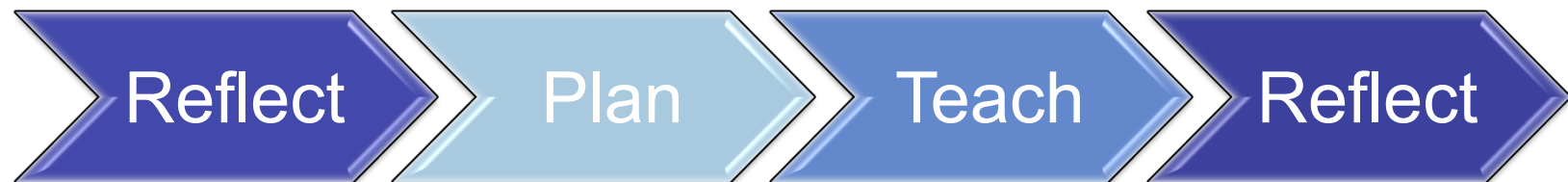
Coaching for Success

“People are like dirt. They can either nourish you and help you grow as a person or they can stunt your growth and make you wilt and die.”

~Plato



What makes effective coaching?



What the research says...



Adaptive Coaching: The Art and Practice of a Client-Centered Approach to Performance Improvement
Terry R. Bacon and Karen I. Spear (2003)



Public Schools of North Carolina

<http://ps.edu/wp-content/themes/Phoenix%20Seminary/images/photos/mentor-and-protege.jpg>

Think of a concern...



Addressing Concerns

- Where?
- When?
- How?

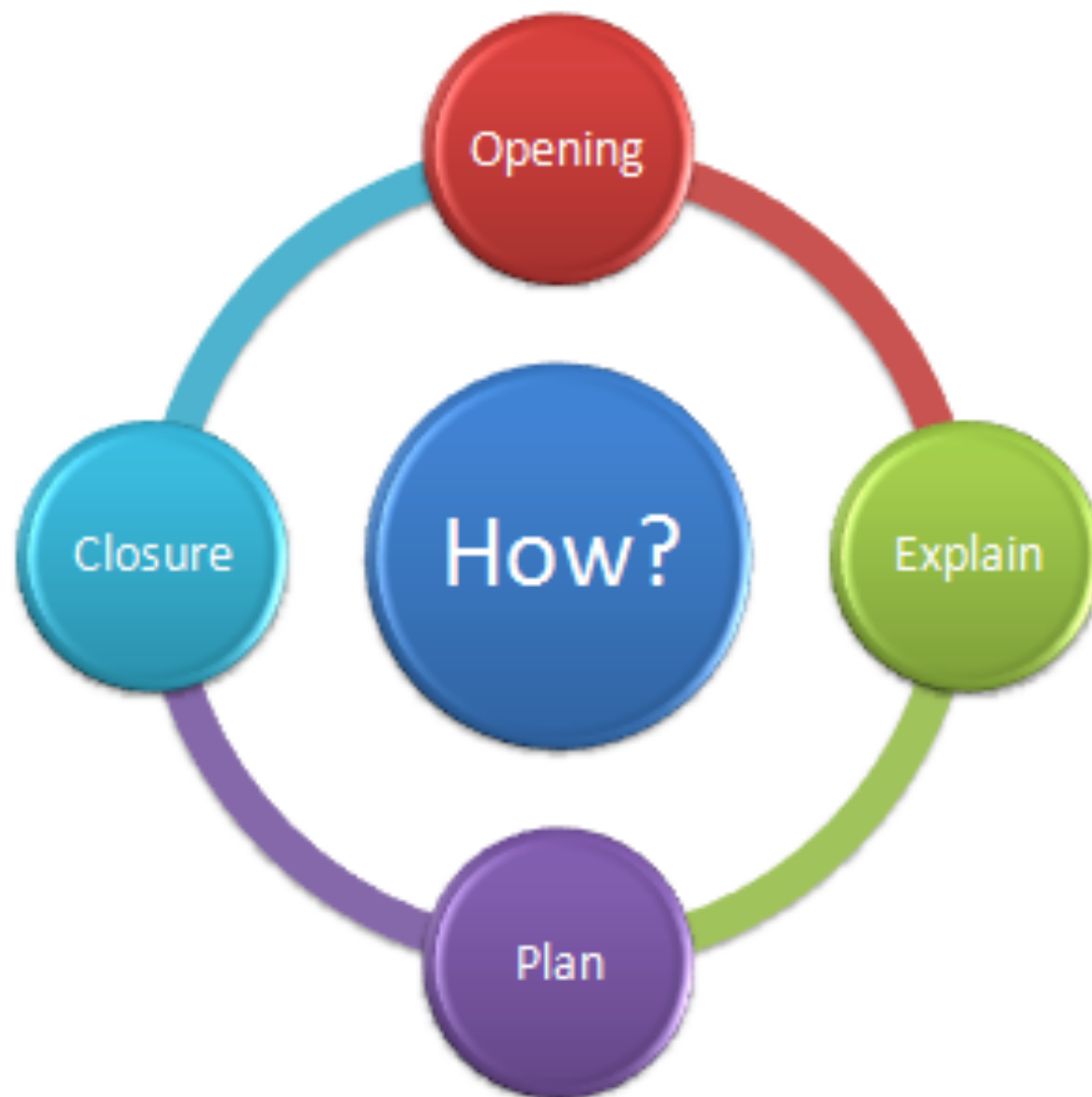


Body Language

“Your words and what you say must be congruent with your body language.”

~Unknown





Questions



Resources

- Online manual for principals
<http://www.ncpublicschools.org/docs/profdev/training/online-evaluation/principal-directions.pdf>
- Online manual for teachers
<http://www.ncpublicschools.org/docs/profdev/training/online-evaluation/teacher.pdf>
- Online manual for superintendents
<http://www.ncpublicschools.org/docs/profdev/training/online-evaluation/superintendent.pdf>



Resources

- Directions for electronic signatures
https://mxweb.media-x.com/home/ncval/help/EES_NC_ElectronicSignature.pdf
- Teacher Effectiveness Coordinator: Jennifer Preston, jennifer.preston@dpi.nc.gov



Contact Information

Joyce Gardner

joyce.gardner@dpi.nc.gov

(828) 242-9872

Jan King

jan.king@dpi.nc.gov

(828) 606-0177



Evaluation

